



UNIVERSIDAD ANDRÉS BELLO

Facultad de Educación

**WHY CHOOSE AN ENGLISH CAREER PATH? :
TYPE OF MOTIVATION OF THREE FRESHMEN STUDENTS OF AN
ENGLISH TEACHING PROGRAM AT A CHILEAN PRIVATE UNIVERSITY**

Seminario para optar al título de Profesor de Inglés para la Enseñanza Básica y
Media y al grado académico de Licenciado en Educación

Autores:

Renato Bravo Bustillos

Matías González Campos

Claudio González Vargas

Sebastián Sepúlveda Moya

Supervisor: Daniela Bascuñán Quezada

Santiago de Chile, 2017

TABLE OF CONTENTS

ABSTRACT	iv
RESUMEN	v
1. INTRODUCTION	1
2. LITERATURE REVIEW	3
2.1 Globalization: English as a lingua franca	3
2.1.1 Language public policies	4
2.1.2 Influence of socioeconomic and educational elements on learning English	6
2.2 Motivation	7
2.3 Types of Motivation: Conceptualizing motivation to choose English as a career path	9
2.3.1 Integrative Motivation	9
2.3.2 Instrumental Motivation	10
2.3.3 Intrinsic motivation	10
2.3.4 Extrinsic Motivation	11
2.3.5 Altruism: The reasons behind Teaching English	12
2.4 Research questions	12
3. METHODOLOGY	14
3.1 Participants	14
3.2 Procedures	15
3.2.1 Participant recruitment and selection	15
3.2.2 Data collection	15
3.2.3 Piloting the instrument	17
3.2.4 Transcription	17
3.3 Data Analysis	18
3.3.1 Coding the participants' answers	18
3.3.2 Validity and reliability	20
4. RESULTS	22
4.1 Types of motivation	24

4.1.1 Intrinsic motivation	24
4.1.2 Integrative motivation	28
4.1.3 Altruistic motivation	30
4.1.4 Extrinsic motivation	33
4.1.5 Instrumental motivation	37
4.2 Educational Background	39
4.3 Agents	42
5. DISCUSSION	49
5.1 Most Common Types of Motivation	49
5.2 Educational Background	50
5.3 Agents' Influence on Motivation.....	51
6. CONCLUSION	53
6.1 Limitations	54
6.2 Further research	54
6.3 Pedagogical implications.....	55
REFERENCES	56
APPENDICES	64
Appendix 1	64
Appendix 2.....	68
Appendix 3.....	70
Appendix 4	73
Appendix 5	91
Appendix 6	95

ABSTRACT

As English has been the language used to communicate worldwide and has had an impact on the educational system and the working life, the aim of this study is to discover how elements such as type of school and agents influence students' motivation to enter an English teaching program. This study has a qualitative approach and its research design is life stories. This research focused on freshmen students' thoughts and experiences, which were collected through semi-structured interviews containing questions that address the participants' past, present, and future experiences. Freshmen students were chosen for this research since they could provide us with the opportunity to comprehend the elements that influenced their decisions to choose the program. Finally, the data were analyzed by the four researchers individually and the product was discussed collectively so that the study was reliable enough. The results showed that the most predominant types of motivations were intrinsic and altruistic. Furthermore, it was discovered that the type of school they attended influenced the development of these motivations in different degrees.

Key words: types of motivation, agents, educational background, L2 (Second Language), EFL (English as a Foreign Language)

RESUMEN

Debido a que el inglés ha sido el idioma predilecto para la comunicación global, éste ha tenido un impacto en el sistema educacional y la vida laboral. El objetivo de este estudio es descubrir cómo elementos como tipo de escuela y agentes, influyen la motivación de estudiantes de primer año para elegir estudiar la carrera de pedagogía en inglés en una universidad privada de Chile. El estudio tiene un enfoque cualitativo, cuya técnica de investigación es historias de vida. El centro de interés es la recolección de pensamientos y experiencias de estos estudiantes a través de entrevistas mixtas que contienen preguntas que apuntan a experiencias de los participantes en el pasado, el presente y el futuro. Elegimos entrevistar a estudiantes cursando el segundo semestre de universidad porque nos provee de la oportunidad de conocer los elementos que influenciaron la decisión de estudiar esta carrera. Finalmente, los resultados fueron analizados por cada uno de los cuatro investigadores por separado para luego discutir los resultados en conjunto, esto con el fin de proporcionar la confiabilidad requerida. Los resultados mostraron que los tipos de motivación predominantes fueron motivación intrínseca y altruista. Además se demostró que el tipo de colegio influenciaba el desarrollo de estas motivaciones en distintos grados.

1. INTRODUCTION

There are plenty of students around the world that want to become English teachers in the future, and, at the same time, there are plenty of motivations and agents that influence their interest to follow this career path. The reasons why students decide to study this are of paramount importance for researchers since it is an important area, especially in Chile, where English is key for positioning developing countries, such as ours, in a globalized world.

Based on this background, as researchers and future teachers, we want to discover how elements such as type of school and agents influence students' type of motivation to study the English teaching program. In order to do that, we requested the participation of three freshmen students from a private Chilean university, all of them from different educational backgrounds. Since they are studying at the university, their reasons to study the English teaching program are recent and their thoughts about the English language have not been influenced by the university yet. Also, their educational backgrounds are varied, which comply with our interests.

As students are motivated towards English for several reasons, in the same way, as future Chilean educators, we are also intrigued to investigate an area that is related to our own experiences and that has not been thoroughly studied in our country. This study has three main purposes, such as 1) To find out the most common type of motivation that first year students of an English teaching program have, 2) To discover if the type of school these students attended influence their motivation, and 3) To discover the most influential agents who have an impact on these students' motivation.

Our curiosity led the study to find out some aspects such as, the reality of Chilean education and its policies and student's socioeconomic and educational background. Also, the types of motivation that students may have regarding choosing English as a career path. Throughout this study three aspects will be revealed and analyzed. Those aspects are motivation of freshmen students, educational background and agents.

In regard to educational background, our purpose is to find out how students' experiences and thoughts differ from each other and how these elements influence their type of motivation. The three participants come from different types of schools, private, public and subsidized school, which gives us an opportunity to discover the participants' differences among them and the motivations they have. Moreover, we are also intrigued about the participants' experiences outside their schools due to the fact that they provide us a broader picture of their lifestyles, socioeconomic background and thoughts.

To sum up, this study covers types of motivation that influence Chilean students pursuing an English teaching program at a private university and the different agents related to this process in which they decide their future career as teachers. Regarding the organization of this dissertation, first, we dissertation previous research and knowledge in this field of study. Consequently, this paper presents some research questions that emerge from previous research to conduct this study. Secondly, the methodology section explains the procedure to conduct this study and the method that has been selected to analyze the data collected. Thirdly, the analysis section presents the data analyzed by the researchers and their results. Fourthly, the discussion section shows the answers to the research questions. Fifthly, the conclusion section, in which we give our final thoughts on this paper and its results, is presented. Finally, we present the limitations of the study, the pedagogical implications and further research that this study proposes for this topic that would be interesting to explore and analyze thoroughly.

2. LITERATURE REVIEW

2.1 Globalization: English as a lingua franca

In order to introduce the relation between motivation and English, first of all, it is necessary to understand the global scenario regarding the lingua franca. The need to connect countries in this new global network has given a pivotal importance to English, especially in developing countries. This is the case of Chile, a country where English is not functional but has relevance and prestige as a foreign language i.e., it belongs to the expanding-circle countries (Kachru, 1992). As Byrd (2013) has mentioned on his research in Chile, English as the lingua franca has been fundamental for people to be immersed in globalization and could help to find a stable job and earn a proper salary. In the same lines, Patil (2006) contributed to this idea by saying that even though English is crucial for expanding circle countries, as English has importantly grown, it is not only a necessity in countries where it is learnt as a foreign language, but also important in the inner and outer circle (countries where English is spoken as a first and second language, respectively) as a means for communication. Therefore, it can be asserted that it is important to learn English nowadays because it has become a necessity for non-English speaking countries to be part of a globalized world.

Since English is considered a lingua franca, it could also work as a motivational force for people to have more job opportunities. As a matter of fact, Menezes Jordão (2009) mentioned “learning English is taken to be crucial to having a good job; in countries where English is the main language of communication, or Kachru’s ‘inner circle’, teaching English nationally or abroad becomes a way of living” (p. 98). It means that English has become a tool not only to communicate, but also to work with the language and profit from it.

In the same regard, not only Chileans see English as an opportunity to emigrate, find a good job and find a better lifestyle. In fact, this has been reported by different researchers in different parts of the world and contexts such as Brazil (Friedrich, 2000), Chile (Matear, 2008), Korea (Park, 2009, 2011), China (Pan & Block, 2011), Taiwan (Huang, 2016), Turkey (Karahan, 2007), among others. What they all concluded is that English is learnt and

accepted because people strongly believe in its potential benefits and in the higher status attributed to its speakers (Ferguson, 2013; Tsui & Tollefson, 2007).

In the same way as people have felt the need to learn an L2, governments have also had the necessity to update their policies regarding the English scenario. According to Canagarajah (2006), when national boundaries are open to receive people goods and ideas flowing across them, countries need to be prepared to deal with globalization, which implies in a good amount, preparing professionals and future professionals to learn the language of commerce and international communications. As Matear (2008) stated, in our country, the study of English as a Foreign Language has become an urgent matter since the turn of the century with the aim of making Chileans English proficient professionals who would help Chile reach economic wellness. For instance, the inclusion of English in education is seen as vital if a country is to participate actively in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development. Within this context of enterprise are English teaching and English language teachers. Moreover, According to Richards (2008) there is consequently an increasing demand worldwide for competent English teachers and for more effective approaches to their preparation and professional development.

In Chile, the educational system is regulated by the Ministry of Education, which is an entity that sets the curricular bases to be followed by Chilean schools. In the Chilean educational context, according to the document MINEDUC (2012), English is seen as a global communication tool and also as a path that leads to more knowledge, and the use of information and current technologies. Since English is considered a foreign language in Chile, it is a challenge for the Chilean government to make the students learn the language.

2.1.1 Language public policies

Since public institutions have carried out several programs to increase people's proficiency in the language, the reasons behind the goals of these projects might have an influence on students' motivation to learn English. As

the Chilean government also has the interest to make its citizenry prepared for a globalized world, in which English is the lingua franca, learning other languages and understanding its speakers' culture are essential aspects for the students' development and success in the globalized world of the 21st century (Ministerio de Educación, 2012). In order to achieve this, the Chilean Ministry of Education has made some efforts to boost English standards in both Elementary and High School levels.

One of the programs executed by the Chilean Ministry of Education and the United Nations Development Fund was Inglés Abre Puertas program in 2003, whose main attainment was to improve national competitiveness and encourage fairness by extending English language learning in public schools (Matear, 2008). This program was made to prepare teachers of English and students to face the challenge of improving scores and levels of English language learning in Chile. As a goal, by the time students graduate from school, students from public sectors who started taking English classes at fifth grade would reach level B1 of the Common European Framework (CEFR) (Matear, 2008). By doing this, the government took the responsibility of covering all the needs regarding lack of English proficiency. Adding to that, a program called Educar Chile which was implemented to include native speakers of English from other countries to work as tutors or teachers. The reason behind it was to provide students of English in different educational institutions the chance to interact with the instructors so that students would improve their levels of understanding, pronunciation, communication and oral production of the language Matear (2008). The government was very concerned in improving the level of English in the country and all the projects seemed to be more than enough.

However, Ruiz (2016) states that the attempts in increasing English proficiency have not been fruitful in public education. All the different efforts that have been done by the Chilean government in public education have not produced a significant change in the last 12 years. Ruiz (2016) also mentioned that students from private schools are the only privileged ones that have improved their level of English. As Matear (2008) emphasized on his research, "English is likely to continue to act as a gatekeeper to positions of wealth and prestige, despite investment by the state in language learning,

and will open doors for some but not all” (p.143). The Chilean reality is not excluded from this phenomenon since the attempts from the Chilean government to increase English proficiency have not thrived as stated above by Ruiz (2016). Ruiz (2016) also informed that students are unable to hold a short conversation about everyday topics, have difficulty understanding direct questions, and cannot express their needs and wishes. On this matter, the former minister of education Cnnchile (2012) commented it was unacceptable that people with the most resources had better results than other people. Based on that, private schools might be working on motivating students on a higher amount than public ones.

2.1.2 Influence of socioeconomic and educational elements on learning English

First, Chile is an extremely unbalanced country when it has to do with income distribution – which is illustrated by its Gini ratio between 2011 and 2015 (50.5) – according to The World Bank (2016) this is one of the highest in the world. Apart from this significant figure, Nuñez and Gutiérrez (2004) assured that the Chilean labour market is distant from being meritocratic and that Chile is notably class-conscious. In this context, English is seen, therefore, as an opportunity to become successful.

As stated by Matear (2008), the education system is socially layered, especially when referring to learn a foreign language. Consequently, it can be inferred that the education students receive could be related to their social status. Furthermore, according to Educar Chile (2011), those who study in subsidized private and public schools have only three hours of English a week – in average. In such schools, teachers are not native speakers of English, but they are Chilean teachers trained in English language teaching at Chilean universities as mentioned in Matear (2008). As a contribution to what Matear mentioned, Kormos, Kiddle and Csizér (2011) claimed that the level of Chilean education that students receive highly depends on the contribution that parents make to their schools. Since parents’ contributions help improving Chilean education, the educational sourcing may vary not only in English, but also in other academic subjects. Huge amount of students per class, underperforming teachers, and resource shortage might all contribute

to reduce motivation of students in learning foreign languages as said in Kormos et al. (2011). Therefore, students who attend public schools with major financial problems, few hours of the English subject in the curriculum, and the absence of important materials to study could have an influence on their attitudes, beliefs, and motivation to study the language as opposed to students from private schools.

This research tries to discover why students choose the English teaching program, what influences their choices and what motivates them. Moreover, it is also important to address the degree in which economic factors are presented in students choices as well as to know whether their public, semiprivate, and private education have something to do with their choices.

2.2 Motivation

Choosing a career path could be difficult for many students around the world since it is what they are going to base their lives on. During this process, motivation is probably the driving force that helps them to choose amidst all the different options they have. Therefore, defining motivation is pivotal to comprehend the notion of this study. Although it is difficult to provide an exact definition of motivation due to the fact that there are several ways in which motivation can be defined, Gardner (1985) defined motivation as a “combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p. 10). Also, among all researchers that have analyzed this concept, Dörnyei (2001) states that most of them agree that it has to do with “the direction and magnitude of human behavior” (p. 614) as expressed in the following three stages: a) why people decide to do something, b) how long they are willing to sustain the activity, and c) how hard they are going to pursue it.

Teacher motivation should be defined to understand which type of motivation is predominant in choosing English as a career path. Katzell & Thompson (1990) and Klassen, Al-Dhafri, Hannok, & Betts (2011) defined teaching motivation as a construct that changes during the career choice until the practice as a teacher. Moreover, it means that teacher’s motivation is a process that develops through their career. As it is demonstrated, motivation

might have several stages in which individuals experience different feelings about what motivates them. Among these three stages mentioned by Dörnyei (2007), this study focuses on Dörnyei's first stage: why people decide to teach English, since this research tries to know why students feel motivated to study English as a career path. Consequently, since motivation is related to an ongoing process rather than a static condition, the definition given by Dörnyei & Otto (1998) helps the researchers to understand the nature of it as a process that changes over time. This definition according to Dörnyei & Otto (1998) states the following:

The dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out. (p. 65).

In simple words, it is essential to understand what Dörnyei (2001) mentions regarding how motivation changes in three phases: choice, execution, and retrospection (p. 21) since this study is providing information about the influence of motivation in the first phase: English teachers' career choice. Once it is understood that motivation might have a key role when it comes to choosing English language teaching, it must be clarified what the dimensions that influence motivation on people are. According to Ryan & Deci (2000), it is important to be concerned about the different agents that mobilize others to act in society such as managers, teachers, religious leaders, coaches, health care providers, parents, and several important people for individuals. For instance, even though motivation is categorized as a singular construct, superficial reflections suggests that students are influenced to act in certain ways by different sort of aspects, with different experiences and causes. Ryan & Deci (2000), emphasized that students might be motivated either because they admire an element about English, or because there is a strong external coercion about it. This is the reason why motivation could have several types of categories, each of one with its own causes and consequences.

2.3 Types of Motivation: Conceptualizing motivation to choose English as a career path

In order to introduce types of motivation, it is of primary importance to mention that in the EFL (English as a foreign language) field, traditionally, there are two predominant constructs about students' motivation to learn a second language for many researchers. In the first place, it appears *integrative and instrumental motivation* which were first introduced by Gardner (1985) and his colleagues, and, secondly, *intrinsic and extrinsic motivation*, by Deci & Ryan (1985). These type of motivations are the ones that this study analyzes in-depth to depict and categorize the possible reasons for students to choose their career path.

2.3.1 Integrative Motivation

As Gardner (1985) states, integrative orientation is one of the most frequently researched language learning goals since it implies that the learner is interested on the language to become similar to members of a specific community that they value. Adding to this, Ryan (2009) mentions that as extrinsically motives are often not interesting, the main reason why people have this motivation is because the behaviors are prompted, modeled, or valued by others that they feel attached or related to. In consequence, relatedness, which is the need to feel belongingness and connection with others, is fundamental for the creation of a link between motivation and English.

Along the same lines, researchers claimed that intrinsically motivated students, specifically integratively motivated ones, learn a second language because they enjoy doing so and they frequently demonstrate effort and interest in the L2 learning process, even though they do not obtain any sort of external reward (Oxford & Shearin, 1994; Noels ,Clément and Pelletier 2001). Gardner (1985) contributes even more to this idea by mentioning that integratively motivated students will enjoy, want, and strive to learn the language. Moreover, Gardner also states that an integrative oriented learner would likely be more eager to learn the language, have a more empathetic attitude towards the learning situation, and would put more effort in the area.

2.3.2 Instrumental Motivation

According to Noels (2001), instrumental motivation is associated with the necessity to learn an L2 because of some pressure or reward from society (as a career promotion or a course credit), emotional reasons for learning a second language (as guilt or shame), and personal motives that depend of each kind of person.

In several EFL countries, researchers have found that instrumental motives are more common than intrinsic ones (Csizér, Kormos & Sarkadi, 2010). For example, according to Hao & Liu (2004), as China has turned into an economically well-developed country, Chinese people has started to see English as an essential tool for business and job opportunities. As Chinese people have experienced more contact with people from other countries, the probability for them to travel abroad became higher too. Hence, due to instrumental motives, Chinese students are often highly motivated to study English to participate in the globalized world. Contributing to this, Csizér and Kormos (2008a) also found a significant instrumental posture among secondary school students as they were motivated in the area of business, thus, choosing a program which had English in it would have helped them to achieve their desire to be part of a globalized world. This phenomenon could probably be the case of Chilean students as well since they may want to economically thrive in the long run.

2.3.3 Intrinsic motivation

Richards (2003) has defined intrinsic motivation as the enjoyment of language learning itself. Along the same lines, Rubenfeld, Sinclair and Clément (2007) states “intrinsic motivation refers to motivation to fulfill a task that leads individuals to feel a sense of personal enjoyment and control when taking part in the task” (p.309). It seems to be accurate to say that teachers who are intrinsically motivated to become English teachers could be more into teaching than other teachers. Wang & Fwu (2001) addressed this idea by saying that teachers that wanted to become teachers for intrinsic reasons are more committed to teaching. Researchers have mentioned varied elements that have encouraged students to study English as a foreign language such as, intrinsic and extrinsic dimensions. For example, Kyriacou

and Korori (1998) analyzed studies on foreign language teacher motivation intrinsic and extrinsic reasons that caught student's attention to study English as career path.

Regarding intrinsic motivation, some researchers have found different intrinsic aspects to teach English. These researchers have agreed on the fact that the most critical intrinsic factor in kindling EFL teachers' interest in teaching English has been that they are fond of the language (Gao, 2010; Gao & Trent, 2009; Hayes, 2008; Hettiarachchi, 2010; Kyriacou & Kobori, 1998; Zhao, 2008). Other intrinsic motivations include wanting to become a teacher (Hettiarachchi, 2010), positive experiences teaching other subjects (Mullock, 2009) and enjoying working with children (Hettiarachchi, 2010) or with young people (Tziava, 2003). It can be inferred that some intrinsic factors could be related to the attitude or motivation to teach English by having social interaction with people, in this case, students. Also, they could perform better than other teachers that have other type of motivation.

2.3.4 Extrinsic Motivation

Extrinsic motivation has been defined by Deci (1980) as "an externally mediated activity or constraint" (p. 30-31). Also, Richards (2003) defined extrinsic motivation as an external factor produced by parental pressure, societal expectations, academic requirements or other source of rewards. It means that extrinsic motivation could be related to external motivations rather than an internal motivation.

Regarding extrinsic teaching motivation, many studies have found the most common factors are job stability (Gao & Trent, 2009; Zhao, 2008), which was especially common among women (Gao & Trent, 2009; Hayes, 2008; Hettiarachchi, 2010; Zhao, 2008). In addition, long vacations (Gao & Trent, 2009) and overseas travel (Mullock, 2009) were mentioned as incentives for ESL/EFL teachers to choose teaching as a career. Moreover, it could be inferred that teachers that are extrinsically motivated to study EFL are not that interested in becoming an English teacher rather they are interested in the benefits that learning English could have. For example, Rubenfeld (2007) claimed that "extrinsically motivated activities are a means to an end. That is, the activity is performed, not for the enjoyment of the

activity, but to gain a reward if the activity is completed or to avoid a negative consequence if the activity is not completed” (p. 309). In conclusion, this type of motivation is based on rewards.

2.3.5 Altruism: The reasons behind Teaching English

Finally, the last type of motivation which is related to the teacher career itself, is altruism, which is, according to Kim & Kim (2015) linked to the purpose of teaching English for the pure sake of others. Sinclair (2008) defined altruistic motivation as “Entering teaching to provide a service to others, help the less fortunate, make an impact on society, because good teachers were needed so badly in schools or solve some perceived problems in the educational system” (p. 88). Altruistic reasons for choosing a career in teaching have been demonstrated by several studies (Bastick, 2000; De Cooman, Gieter, Pepermans, Bois, Caers, and Jegers. 2007; Yong, 1995). However, this type of decision varies in the case of English teaching. For example, De Cooman et al. (2007) found different altruistic features on the graduates of nine different teacher training institutes in Flanders where some held a teaching job and others held a non-teaching job. De Cooman et al.(2007) determined that while the teacher group preferred altruistic work values, the non-teacher group were more attracted by individualistic work values such as career opportunities. De Cooman’s(2007) findings turn out to be very important to our research in the understanding of our participant’s decisions.

2.4 Research questions

As knowledge has been presented, three research questions will be answered in this study:

- 1) What is the most common type of motivation that first year students of an English teaching program have?
- 2) How does the type of school these students attended influence their motivation?
- 3) What are the most influential agents who have an impact on these students’ motivation?

In this chapter, the contextualization of the current Chilean status regarding education and the English language was presented. The types of motivation that drive people to study a second language and the concept of agents and their influence in motivation were further described. In the following chapter, we explain how this information was summarized into codes and the data collection process.

3. METHODOLOGY

In the following section, the methodological steps, the data collection procedures, and the data analysis are explained.

3.1 Participants

The participants of this study are three students who are currently studying an English teaching program in a Chilean private university. The students chosen to participate in the study are freshmen as their reasons to enter the program and their ideas regarding English have not been influenced by the university yet. We selected three participants who had different educational backgrounds, that is to say, they came from either a public, private, or subsidized school. The reason for doing this distinction comes from the study conducted by Ruiz (2016), in which it is stated that there are differences between public and private schools regarding English proficiency, being the latter, the only ones improving over the years. The students' answers are meant to give us a glimpse on the experiences and feelings these students have regarding the English language and how their educational backgrounds influenced their motivation to study the program.

Table 1

Participants' characteristics

Participant	Age	Gender	School attended
Ernesto	20	M	Public
Melanie	19	F	Subsidized private
Daniela	19	F	Private

As previously mentioned, the participants of this study were freshmen of an English Teaching Program, and the only parameter for selecting them was the type of school they attended. The names shown in table 1 are fake to keep the participants' identity private. Since these participants were just starting the program, their thoughts on the English language and how they related to it were supposedly recent, so they were meant to answer as clearly as possible.

3.2 Procedures

3.2.1 Participant recruitment and selection

When the permission to conduct this study was granted by the university (see appendix 6), we asked the people working at the Educational Faculty of the university to give us the personal information, email accounts and numbers of freshmen students from the English teaching program in order to contact them. Then, when we gathered the information, we contacted our participants via email and arranged meetings at the university to get to know them. Firstly, we asked them if they were willing to participate in our study, we would explain the study, its aims and how they would help us. To the people who were interested in participating, we arranged meetings at the university's library so that interviews could be taken. In the individual meetings we gave them the participant information sheet (see appendix 1), which answered pre-determined questions the participants may had had and explained the research aims and its objectives for participants to know what we were going to do. No questions were asked by our participants after reading the participant information sheet. After they agreed to participate, we gave them a consent form (see appendices 2 & 5) to sign in order to get their formal approval. After that, the interview procedures were explained to them and what was expected from them, such as answering honestly.

3.2.2 Data collection

As this qualitative study's objective discover the motivation of students to learn English, the best option to was to find out hose answers was to conduct a life story type of tradition. As Creswell (2012) defines, in education, narrative studies are not related to the experiences of an entire life, but

instead focus on a moment or particular event in the individual's life. As we did not only want to know their current insight about English and motivation, but also their past perception regarding it that made them choose their career path, we decided to choose life story as a tradition.

Consequently, the most effective way to collect that information was conducting semi-structured interviews as the participants can expand on their ideas about the topics and provide unlimited information. To contribute to this, as Dörnyei (2007) states, the semi-structured interview is proper for cases when the researcher has a significant knowledge about the phenomena and the topic in advance but does not want to use pre-set categories or expected answers that would reduce the depth, quality, and limitation of the participants' information. It means that by doing interviews we could explore our interviewees' answers in a profound way. These open-ended questions were meant not to lead the participants to give a particular answer. As the questions referred to personal experiences regarding English learning, the participants were able to answer from their own perspectives as they were explaining their comments to us. This means that they were not asked to talk about any particular issue.

Moreover, the questions were created to encourage participants to tell their stories related to English in their past experiences and current daily lives. Consequently, their stories allowed us to understand their motivation to choose English as a career path, and it was also important to listen to their stories because each of them was unique and full of different ideas regarding the same topic. As the participants are Chilean, the interviews were conducted in Spanish, which is their mother tongue. It was important to conduct the interview in Spanish because the participants felt more comfortable and they could provide detailed answers. Rossman & Rallis (2012) state that interviews should be conducted in the mother tongue of participants to make them feel comfortable. Adding to this idea, Mackey & Gass (2005) state that conducting interviews in the participants' mother tongue prevents problems in their speech in terms of quality and quantity that could emerge when speaking in another language. Therefore, interviews were done in Spanish in order to avoid problems regarding the participants' understanding of the questions and the effective production of their answers.

3.2.3 Piloting the instrument

Before conducting the interviews, we piloted the instrument with a freshman student from the English Teaching Program. The piloting was done with the intention of modifying, adding and erasing questions to get a final version of the instrument. The piloting lasted 37 minutes and we came up to the resolution of changing the wording in some questions, erasing two questions, and adding a new one. After that, we arranged the meetings with the definitive participants. The process of interviewing the participants consisted of two thirty-minute sessions. The reason for having two sessions is that the participants were meant to answer questions regarding their past (first session) and also about their present and their future (second session). The first session consisted of 8 questions regarding the past that prompted participants to tell their stories. The second session consisted of 8 questions regarding the present and the future (see appendix 3). The three interviews were different in terms of length but all of them ranged around 20-30 minutes (both sessions). As the questions were being asked, each participant was unique in telling us the different answers about motivation. Every time we felt that participants were not answering what our questions tried to address, we asked for clarification questions or comments to get more profound and precise data from them. In general, all participants gave precise and rich answers in terms of what this study tried to seek for.

3.2.4 Transcription

The three interviews of the study were transcribed (see appendix 4) by all the group members dividing each interviews in four parts where each member transcribed one of them. All of the researchers and participants' sounds, expressions and words were transcribed since they are especially important to consider in a qualitative study. Once the transcriptions were finished, they were organized by themes and pre-set codes from the literature review.

3.3 Data Analysis

The analysis of the research is explained in this section which is composed of two main stages: the organization of the answers and their analysis.

3.3.1 Coding the participants' answers.

The information of the participants' answers was the first element that needed to be organized in order to categorize the different types of motivations that the participants mentioned during the process of the interviews. The experiences and events they lived were first ordered using pre-set codes extracted from the literature review. Five themes and their pre-set codes were taken from the literature review (see table 2).

Table 2

Themes and pre-set codes

Themes	Pre-set codes
1. Integrative motivation	Sense of belonging to L2 group Relatedness to L2 group Wanting to become a similar member of L2
2. Instrumental motivation	Having more job opportunities Economic stability Better quality of life Wanting to succeed in a job

3. Intrinsic motivation	<p>They are fond of the language</p> <p>Personal enjoyment when performing an english-related task</p> <p>Admiration for the L2</p> <p>Enjoying the language over learning the language to avoid unpleasant consequences</p> <p>Enjoying the language over learning the language to obtain a reward</p>
4. Extrinsic motivation	<p>Learning the language to avoid unpleasant consequences over enjoying the language</p> <p>Learning the language to obtain a reward over enjoying the language</p> <p>Feelings of pressure to study English</p> <p>Societal expectations</p> <p>Academic requirements</p>
5. Altruistic motivation	<p>Enjoying working with specific group of people (children, adults, teenagers, etc.)</p> <p>-Wanting to become a teacher</p> <p>-Pleasure on teaching the language to others</p> <p>-Help the less fortunate</p> <p>-Entering teaching to provide a service to others</p> <p>-Make an impact on society</p>

For instance, in order to identify which types of motivations the participants mentioned in their answers, each of us transcribed and analyzed the interviews individually with the bottom-up approach, this is to say, basing our criteria on small codes and then downsizing them into general themes as much as we could so that the information was compacted enough.

3.3.2 Validity and reliability

We decided to identify the codes individually since, as the research is qualitative on its composition, we wanted to avoid biased interpretations or conclusions. As Morse and Richards (2003) states, due to the fact that qualitative traditions are participative, interpretive, and time and limited to the context, truth is relative and conclusions depend upon individual insights. In order to prevent this dilemma of qualitative studies and to enhance the objectivity of the coding section, we based our method of analysis on the concept of confirmability introduced by Lincoln and Guba (1985) which is referred to prove that the data is not only supported by just one researcher but also by other researchers. Therefore, triangulation was essential to check our data information and examine the extent to which all the evidence converged so that we could increase trust in the validity of our study's conclusions. To support this idea, Dörnyei (2007) states that triangulation is one of the best methods to reduce systematic bias in a qualitative study because if researchers get to the same conclusion about a phenomenon using a different data collection/analysis method or a different participant sample, the convergence offers strong validity evidence. This is the main reason why each of us analyzed the data separately using the codes and; finally, we discussed participants' answers collectively. Moreover, in case of disagreement in terms of codes, we decided to democratically reduce or leave pieces of information in order to get to a consensus.

In order to ensure the instrument's feasibility, we piloted the interview with a freshmen student from the English teaching program to discard or improve any questions that could have similar answers. The interview was divided in two sessions with 8 questions each. The first session of the interview addressed the student's past experiences regarding English and the second session addressed present and future. When we finished the piloting, we realized that it was better to erase some questions that were not as useful as we thought. Moreover, some questions were modified to obtain some rich data that was not found in the piloting. The final instrument was divided in two sessions, but with 8 questions in each session. The purpose of this session is knowing the participant's current perceptions regarding the language and their motivation.

Once the interviews had been taken, and the participants' stories were transcribed, we proceeded to analyze the data with our pre-set codes. The following chapter presents the participants' types of motivations, experiences at school in regard to the English subject and their reasons to study the English teaching program.

4. RESULTS

In this section, the information obtained from three two-session interviews (one interview per participant) is analyzed. The participants answered around eight open-ended questions per session, which were about the past (first session) and about present and future (second session). Also, participants answered the researcher's questions that would emerge while the interview was being conducted.

The following table (Table 3) shows a summary of the codes identified in the interviews with each theme and agent that were found in the interviews.

Table 3

Summary of codes identified in each interview.

Participants	Themes	Codes	Agents
Melanie Subsidized School (past)	-Extrinsic Motivation	-Academic requirements -Learning the language to obtain a reward over enjoying the language	Teacher
	-Intrinsic Motivation	-They are fond of the language -Admiration for the L2	
Melanie Subsidized School (present and future)	-Intrinsic Motivation	-They are fond of the language -Admiration for the L2	Teacher Cousin
	-Integrative Motivation	-Wanting to become a similar member of L2	

	-Altruistic Motivation	-Help the less fortunate	
Ernesto	-Extrinsic Motivation	-Learning the language to avoid unpleasant consequences over enjoying the language	Teacher
Public School (past)		-Feelings of pressure to study English	Girlfriend Parents
	-Instrumental Motivation	-Having more job opportunities	
	-Intrinsic Motivation	-Admiration for the L2	
	-Altruistic Motivation	-Wanting to become a teacher -Help the less fortunate	
Ernesto	-Intrinsic Motivation	-Personal enjoyment when performing an English-related task	Grandmother
Public School (present and future)	-Extrinsic Motivation	-Feelings of pressure to study English	Parents
	-Altruistic Motivation	-Wanting to become a teacher -Pleasure on teaching the language to others	

Daniela Private School (past)	-Intrinsic Motivation	-They are fond of the language -Personal enjoyment when performing an English-related task -Admiration for the L2	Mother Teachers
	-Integrative Motivation	-Wanting to become a similar member of L2	
Daniela Private School (present and future)	-Intrinsic Motivation	-They are fond of the language -Personal enjoyment when performing an english-related task -Admiration for the L2	Teacher
	-Integrative Motivation	-Wanting to become a similar member of L2	
	-Altruistic Motivation	-Wanting to become a teacher	

4.1 Types of motivation

4.1.1 Intrinsic motivation

In the different participants' answers, intrinsic motives to study English varied depending on the type of school they attended. Both, Melanie and Daniela, represented the code 'fond of the language' as they had a similar experience with intrinsic motivation insofar as they were exposed to English since elementary school and they felt interested in it not only because of their

schools' English proficiency but also because they felt pleasure performing English related-tasks.

In this context, with regard to Melanie's experiences, she did not see English as an important element in her future life, but she was always interested in her English lessons.

Desde como primero básico que se me hace Inglés. En todos los colegios que he estado. Entonces, desde chica me, uhm, antes cuando era chica me gustaba poner atención y todo pero no lo veía como, ah, que me iba a dedicar en el futuro a eso, pero siempre he encontrado que me ha llamado la atención y más que nada los profesores yo creo que son los que me decían esfuérzate porque tienes como las cualidades para aprender (14-19).

[Since first grade that I had English at the school. In all schools that I have been. Then, since I was a child... hum... back in the days, when I was a child, I liked to pay attention but I did not see it as... that I would dedicate to this in the future, but I have always found that it catches my attention, and, specially, teachers are the ones that told me to put effort on it because I had the attributes to learn.]

This is to say that, even though she did not see English as an important aspect in her life, she did feel interested in the language and its elements. Therefore, admiration for the L2 was appreciated in her comments, showing an intrinsic motivation characteristic.

Regarding their different decisions to study English, Melanie showed a strong intrinsic stance about her motivation. When she was asked if her family's opinions and comments affected her decision to study this particular program, she replied:

Son importantes, en parte. Igual los valoro, pero, más que nada, es mi decisión y es lo que yo quiero hacer porque no me puedo guiar por lo que unas personas opinan si no me va a hacer feliz a mí (153-155).

[They are important I consider them but more than that, it is my choice and it is what I want to do because I cannot be guided based on what people think if it is not going to make me happy.]

In simpler words, she did not consider any type of insights from her family to decide to study the program, which supports the idea about the presence of an intrinsic motivation, specifically, the code of enjoying the language over learning the language to avoid unpleasant consequences or societal expectations. This idea was confirmed when Melanie was asked what her family's comments were regarding the program and her decision, she told us what her father thought.

A él lo único que le importaba era como ah, y eso te va a generar lucas o vai a tener un buen sueldo?. O esto. Y yo, a mí en verdad me daba lo mismo, solamente... Me decía así como: ah pero yo tengo para pagar una carrera más cara, yo puedo hacer esto, pero tú podís elegir otra cosa. Pero yo no quería, si hubiese sido por otros motivos hubiese elegido otra cosa (162-167).

[the only thing he cared about was like oh, and is that going to provide money? or are you going to have a good salary?. or so and to me actually I did not care, I just, He would tell me things like oh but I can pay a more expensive program, I can do this but you can choose something else. But I did not want it if it had been for other reasons, I would have chosen something else.]

Based on these comments, we can infer that there was an intrinsic influence in her program choice. She told us that despite her relatives' comments that questioned her decision, she still decided to study the English teaching program. The code found here is enjoying the language over

learning the language to obtain a reward. Therefore, we could say that agents did not play a major role in her decision to choose a program.

When Daniela was asked about a significant experience outside school, she said that:

Yo creo que hablar con gente nativa. Fue una experiencia bacán, y que ellos te digan que buen ingles tienes para ser latino, es muy gratificante. (542-543)

[I think that speaking with native English speakers was a great experience and that they tell you that your English is good despite being latino is gratifying.]

When Daniela was asked if she liked to speak in English at school, she said:

Sí, obvio. Cien por ciento. Yo intentaba- de las clases de inglés, yo era la única que hablaba en inglés toda la clase @risas@ (519-520).

[Yes, of course, a hundred percent. I would try in English lessons. I was the only one who spoke in English the entire lesson @laughs@.]

Sí. Siempre. De hecho yo era como- ponte tú... pasaban clases en que la- las actividades teniai que- porque típico tenía un libro... y yo ya las había hecho, cachai. Entonces como que yo- Ya, te traje guías, y yo ya. Entonces hacía guías mientras mis compañeros hacían lo otro (528-531).

[Yes, always. In fact I was like, for example, in classes I finished the activities from the book and no one had done them. Then my teacher would give me handouts to complete meanwhile my classmates were finishing the book.]

Daniela explained that she enjoyed activities that involved English, such as speaking to native English speakers, speaking English at school or

completing handouts about the English subject. These experiences portray intrinsic codes of fond of the language and personal enjoyment when performing an English related task.

This type of motivation was the most common in the three participants. They all had intrinsic motivation, but not all of them had it throughout their lives, in the case of Ernesto he was not fond of the language until a teacher made him change his mind about the language. Melanie and Daniela, nevertheless, enjoyed improving their English and doing English related tasks since they were in elementary school.

4.1.2 Integrative motivation

In the interviews, some participants were influenced to have an intrinsic approach to the language due to integrative motives. This is to say, we found out that integrative motivation was an important part, specially at the beginning of their educational experiences at their schools, to produce an intrinsic feeling towards English and education. The most important agents here were teachers. Their English level and their supportive comments towards the participants created in the latter a sense of becoming just like these teachers. This occurred with Daniela, who claimed:

Sí, hubieron 2. Fueron 2 profesoras. Una fue mi profesora de básica, ella era seca seca, y la otra también era de básica, pero ella tenía un British English. Y me gustaba mucho. Ellas me motivaron porque eran bacanes, y si hay un idioma que te gusta y ellas son buenas. Me gustaría ser como ellas (552-555).

[Yes, there were 2. There were 2 teachers. One of them was my primary school teacher, she was great and my other teacher was from primary school, too, but she had a British accent and I liked it a lot. They motivated me because they were awesome and if there is a language that you like and your teachers are good. I would like to be like them.]

Daniela mentions that she is fond of the British accent and listening to her teacher speaking was a reason to improve her English. This experience would indicate her attitude to become as a similar member of L2 which is a pre-set code found in the literature review. As Gardner (1985) states, integrative motivation is one of the most frequently researched language learning goals since it implies that the learner is interested on the language to become similar to members of a specific community that they value. It may be inferred that these quotes give an example of trying to be part of the L2 community.

Básicamente como, aprendiendo me podría comunicar con otras personas de otros países y hasta poder adquirir, como un lenguaje nativo (9-10)

[Basically, by learning I would communicate with other people from other countries and maybe acquire the English language as native.]

Si tuve una, el jefe de mi abuela era el hermano de Mario Kreutzberger y cuando lo conocí, él me contó todas sus experiencias. Él ha viajado por todo el mundo y su idioma nativo, aparte del español, era el inglés. Y el dónde iba era entendido por todos. Yo quería llegar a eso. Si alguna vez iba a otra parte, me podría comunicar con el resto de la gente. A mi me gustaría vivir su experiencia (107-111).

[Yes, I had one. My grandmother's boss is the brother of Mario Kreutzberger and when I met him he told me his experiences. He has traveled all around the world. Apart from Spanish, he could use the English language perfectly, so he was understood by everyone in other parts of the world. I wanted to accomplish that. If someday I traveled to other place, I would be able to communicate with people. I would love to live his experience.]

In this answer, Melanie mentions an experience that she heard about someone who has traveled to different parts of the world. Moreover, it may be inferred that many people would want to speak and live some experiences that people who have traveled abroad have. Additionally, it is interesting to see that Melanie wants to experience that because many people, including us as researchers, may want to travel and experience what Kreutzberger's brother experienced. Furthermore, it may be inferred that most people may have integrative motivation without knowing it. Consequently, we can infer that Melanie wants to belong to a L2 community, which is a pre-set code, and use the knowledge that she is acquiring because it may be natural to have this type of motivation. As it is said in the previous quote (107-111).

Integrative motivation was found in our participants with the codes of wanting to be part of an English community which was explained and found in the literature review. We found that part of Daniela and Melanie's intrinsic motivation was at first influenced by the integrative motivation that we found in this analysis. This was important to them because they created a sense of belonging with English and education.

4.1.3 Altruistic motivation

Altruistic motivation was found in the three participants, this finding was in accordance to what De Cooman et al. (2007) found. People who were studying a teaching-related job had more altruistic values preferences than those who were not. Such phenomenon could be seen in our results as well with students from an English teaching program. All the participants had interest in teaching the language and help others.

When Melanie was asked what projects she had thought about for the future that included using the English language, she said:

Sí, eso sería un proyecto. Creo que ambas, creo que me gustaría ir a otro país a como a aprender más de lo que ya sabría pero me gustaría volver acá y enseñar a las personas que no tienen las facilidades que yo tuve para aprender lo mismo que yo, si es que están interesados (192-195).

[Yes, that would be a project. I think that both, I would like to travel abroad to learn more than I would know at that time but I would like to come back and teach people who did not have the tools I had and that way they could learn the same as me, if they are interested.]

Melanie explained that even though this is a future project she would like to accomplish, it is not her reason to study the program. Still, it is interesting to know that she would like to improve her English abroad (intrinsic motivation) to teach people later in her life (altruistic motivation). We have both motivations involved one of them working for the sake of the other.

When Ernesto was asked if there was someone who motivated him to enter the English teaching program, he mentioned a history teacher and explained that:

En mis años de media, especialmente en 3ro y 4to tuve un profe que era de historia, que digamos, es uno de los fundadores del colegio, y él era terrible loco, loco, era chalado, el loco había leído toda su vida y los libros lo tenían demente ya. Digamos que él era bastante comunista por decirlo de alguna manera y él siempre nos hablaba que la educación es la mejor herramienta que tiene uno para cambiar la desigualdad del país y digamos que, el con sus clases entretenidas también así como las clases de inglés que tuve después ehh me inspiró a tratar de ayudar a los cabros. Por eso yo quiero estudiar y trabajar en un colegio público. A sacarlos de una mentalidad que sea no, yo no puedo hacer eso (347-355).

[In secondary school, especially in eleventh and twelfth grade, I had a history teacher, who, let's say, was one of the school's founders. He was crazy. He had read throughout all his life and books had him ... Let's say he was quite communist to say it somehow and he always talked to us that education is the best tool one has to change the country's inequality and let's say that. He and his lessons which were entertaining, as well as my English lessons that I had later. it inspired me to try to help my classmates. That is why I want to study and work

in a public school. To take them out of a mental state that tells students no, I cannot do this.]

Ernesto explained that his motivation to work in a public school to help students who will be in a similar situation as the one he experienced might have been a reason to study the program. Moreover, in eleventh grade onwards, Ernesto was keen on studying a pedagogy but he could not decide which one. The mentality from this participant to want his future students to overcome inequality is in accordance to what Matear (2008) stated about the relationship between English learning opportunities and socio-economic background. Therefore, for Ernesto, knowing these differences between private and public schools might have contributed to the idea of helping students to learn a second language and to develop an altruistic motivation.

When Daniela was asked how English would help her in the future, she said:

Bueno como dije, tengo ganas de irme a intercambio, yo creo que es super importante. También creo que es una herramienta que a Chile le falta bastante, así que es como devolver la mano. (599-601)

[Well, as I said, I am looking forward to go in an exchange, I think it is very important. I also think that it is a tool that Chile lacks so it would be like returning the favor.]

Daniela is interested in teaching Chilean students, and she likes the idea of teaching them well in return for what her teachers, who taught her well, did. Daniela acknowledged Chile's deficiency in English proficiency which could have made her develop an altruistic motivation to change this reality.

Also, when Daniela was asked about what future projects she had that depended on her English level, she answered:

Irme a estudiar fuera y ser buena profesora, tener buen inglés porque de nada sirve tener buena pedagogía si hablas horrible o si tienes mala gramática. (618-619)

[Going abroad to study and become a good teacher, having a good English because it does not work being good at teaching if your pronunciation or grammar are bad.]

Similarly to Melanie, Daniela also wants to improve her English with the intention of teaching English and become a better teacher. It might be assumed that due to her intentions to change Chilean reality, she wants to perfection her English skills to a point in which she can teach the language properly. In other words, her altruistic motivation drives her to improve her skills.

Altruistic motivation was found in the three participants and altruistic codes were directly related to the program choices as well. All of participants had the altruistic motivation codes of wanting to become a teacher and help the less fortunate. The cases of Melanie and Daniela are similar, both shared similar goals in terms of improving their English to be able to teach it properly. This could mean that they are interested in providing a good service to their future students, which might indicate the care they have for them. The three participants admitted that there are people with less opportunities than them and they wanted to do something about it, so their interest in helping others is noticeable and it corresponds to what Matear (2008) stated about the difficulties of studying a second language for people who cannot afford a private school.

4.1.4 Extrinsic motivation

Extrinsic motivation was definitely an important theme within the different types of reasons that the participants had to choose English as a career path. Most of the time, extrinsic motivations were found in the code of social expectations, and comments from important people of the participants' lives. Melanie, in her answers regarding the past, stated:

Desde chica se me enseñó que el Inglés es como un... el idioma que abre puertas. Básicamente como... aprendiendo me podría comunicar con otras personas de otros países y hasta poder adquirir... eh... como un lenguaje nativo (8-10).

[Since I was a child, I was taught that English is like a language that opens doors. Basically, like, that by learning it I would be able to communicate with foreigners and, indeed, acquire a native language.]

As it was mentioned at the beginning of the study, English, as a Lingua Franca, has been spreading around the world as the language for global communication. Extrinsic motives were exposed by the participant since she mentioned that learning the language would allow her to attain pivotal elements, such as the codes of academic requirements and feelings of pressure to study the language. Therefore, the idea that Chile is a developing country where English is the main focus of attention is reinforced by the participant, who was not only influenced by her teachers, but also by a globalized world.

Melanie also had a present extrinsic motivation regarding the learning of the English language. When she was asked how her experience with the English subject at school was, she stated that:

Bueno. Siempre... entendía todo fácilmente. Ehm... eh... más que nada, destacaba como de mis compañeros en... en los contenidos que se pasaban en el momento, y... siempre me llamó la atención seguir aprendiendo más, pero... no sé, me esforzaba por... tener como buenas notas y tener un buen rendimiento, más que nada. (24-28)

[Well, I always understood everything easily. I would perform better than my classmates with the contents and at that time, it called my attention to keep learning more but I was not making an effort due to only having good grades and a good performance but nothing else.]

This interest in learning the language was merely extrinsic, since she was interested in having good results solely rather than enjoying the language itself. This finding would correspond to what Rubenfeld (2007) states about extrinsic motivation in which extrinsic motivation activities are performed for the sake of gaining a reward rather than enjoying the activity itself.

When Daniela was asked if her friends would disagree with her choice career, she answered:

No porque mi respuesta a eso va a ser siempre ¿la estai' estudiando tú o yo? Cachai' no me rebano los sesos ni me caliento la cabeza con que me digan algo así (591-593).

[No, because my answer to that will always be, are you studying the program or is it me? you see, I do not have conflicts in my head with comments like that.]

Daniela had her program choice clear and it did not depend if her relatives and friends would disagree with her. Social pressure was not an influence to Daniela in her choice.

In the case of Ernesto, instead of being English a powerful tool in his life, the experiences, and comments from the people who were important to him extrinsically motivated him, which made him label the English language as a difficulty he needed to overcome:

Yo tuve una novia que tenía un muy buen nivel de inglés, se podría decir que tenía un nivel universitario. Y una vez una pareja de gringos se acercó y mi novia los ayudó a llegar para donde iba. Y yo me sentí bien y mal conmigo mismo, porque yo no sabía nada y me sentía inferior a ella. Eso me marcó y fue a la edad donde cambiaba de curso. Y esa experiencia fue bastante puntual, y por orgullo intente mejorar (334-339).

[I had a girlfriend who had a proficient level of English. It can be said that she had an advanced level. Once, a tourist couple got next to us and my girlfriend helped them to get to where they wanted to go, and I felt good and bad simultaneously with myself, because I did not understand anything, and I felt inferior to her. That experience left an impression on me and it was in a time when I changed grade. That event was crucial, and, for a matter of pride, I tried to improve.]

In this quote, social pressure is an extrinsic motivator since the participant felt ashamed for not knowing how to help the tourists. Ernesto felt a drive to learn more about the language due to social pressure and to avoid another unpleasant situation as the one he lived. Also, his girlfriend worked as an agent which increased his extrinsic motivation.

When Ernesto was asked if his family's opinions and comments affected his decision to study this particular program, he replied:

Siento que si ellos no me apoyaran como me apoyan para mi la carrera, venir aquí, estar aquí todo el día estudiando, sería, digamos, un tormento cachai. Siempre uno necesita el apoyo de su familia y el apoyo de todas las personas que quiere... para digamos... sentirse más motivado para hacer algo (426-430).

[I feel that if they would not support me as they do to me, the program, coming here, being here all day studying, would be, let's say, a torture, you see. You always need your family and everyone who loves you to support you, to let's say, feel motivated to do something.]

We can say that Ernesto has possibly a greater societal expectation than Melanie and Daniela. He explicitly indicates that he could not imagine himself studying the program if his parents and friends did not support him. He states that he needs such support to feel motivated to continue studying the program. Due to this fact, we could argue that his motivation is extrinsic; his decision relies on his parents' support and comments. Maybe, Ernesto

would have chosen another program if their parents had thought differently regarding his career path decision.

Extrinsic motivation is found in all the participants. Daniela and Melanie talked about getting economic and academic rewards for studying English; however, they only considered those aspects as collateral advantage of studying the program. Therefore, extrinsic motivation was not an influence for them to study the program. Moreover, they did not consider their relatives and friends' comments to influence their decision to study this program, meaning that social pressure was not an issue. On the other hand, the girls cases differed a lot from Ernesto, whose decision to study the program is directly connected to what his parents think about it and the support they provide to him.

4.1.5 Instrumental motivation

Instrumental motives were not identified as aspects that influenced any of the participants' reasons to study English. Nevertheless, participants considered instrumental projects when they were asked about their future with English. Hence, instrumental motivation is important to students as it will help them in the future, mainly for economic reasons, as Hao et al (2004) found in their study. However, instrumental motivation was not involved in participant's decision to study English or teaching. A clear example of this, in order to support this point, is when Melanie mentioned,

Si puedo estudiar afuera puedo ir y ejercerla en otro país voy a tener además las habilidades de enseñar de diferentes maneras a niños, adolescentes y no solo ingles sino que voy a saber tratarlo en sí más que eso. O sea, siento que el Inglés me va a abrir las puertas y que a lo mejor una persona normal de clase baja no puede tan fácilmente (181-186).

[If I can study and work abroad, I will acquire some knowledge on how to teach children and teenagers, not only using English but the skills. I feel that the English language will open doors that maybe a person from not enough resources cannot open them that easily.]

Melanie claimed that if she studied and worked in another country, she would have the tools to teach in a different way to children and teenagers. She feels that the English language will open some doors. She may think that knowing English can help her to have more and better job opportunities in her country or somewhere else. It can be inferred that for her the English language can be a factor in her near future in terms of job or to have a better life.

Sí, cien por ciento. Uno, porque siempre he soñado con ir a estudiar fuera del país. Y es un plus es muchas cosas. Por ejemplo, trabajaba en una tienda y me daban mas comisión solo por saber inglés (557-559).

[Yes, one hundred per cent. First, because I have always dreamt about studying abroad. It gives something extra in many things. For example, I worked on a store and they paid me more just because I knew English.]

Daniela claimed that knowing English could give her something extra in many aspects of her life. To clarify her point, she said that in some jobs she would have a better salary just for knowing English as an example. It may be inferred that English could make people to have an economic stability as the example that Daniela gave. People who know how to use the English language may obtain a reward from society, in this case, it was an economic reward. According to the literature review, Menezes Jordão (2009) comments that English is crucial to have better job opportunities and this statement could be compared to what Daniela experienced in a real life situation.

Instrumental motivation cannot be identified as influential for this student's decision to study English. Although this type of motivation is not found in the participants' answers, they mentioned possible instrumental projects for the future. The participants also mentioned that English would be useful for them in terms of job opportunities and having a good salary. Based on this, it can be stated that learning English may help people to earn more

profit in their daily work life. In summary, instrumental motives could not be identified in the participants' answers, but they consider possible projects for the future, which are related to instrumental motivation.

In this section, the five types of motivations were analyzed, each of them having a role in our participants' experiences and decisions, but intrinsic and altruistic motivations being the ones standing out the most. For the next section, educational background, we discover how the types of school our participants attended affected their motivations.

4.2 Educational Background

When Ernesto, who studied at a public school, told us his experience in his English lessons, we could see that experiences differed a lot from Daniela (private school). This difference is reflected in Kormos et al. (2011) who claims that underperforming teachers might contribute to the reduction of students' motivation in regard to second language learning.

Claro, y yo estigmatizaba a los profesores, yo decía que: no, no me cae bien, me carga, no me gusta. Pero después fue distinto, igual los profes hacían las clases monótonas y hacían clases, bueno, mi primer profe hacía clases de vocabulario y después cuando ya empecé con otro tipo de clases, cuando me cambié de colegio y empezó a ser clases de gramática, clases de generar oraciones, ahí la cosa se me tornó más difícil y también más... Me gustaba menos aún, ¿cachai? Pero después pasé de tener clases monótonas, clases aburridas, en las que no me interesaba tener una clase entretenida en la que te hacían participar, en la que te hacían, digamos que en cierto modo te obligaban...presionaban, pero te incentivaba con bueno, con décimas, con cosas así. Te daban incentivos para que tu trabajarai y mejorarai tú mismo, si al final era por ti mismo (271-283).

[Sure, I would stigmatize my teachers, I said things like no, I do not like him, lessons bother me, but later it was different. I have to admit that my teachers used to teach very monotonous lessons. They would

do, well, my first teacher would teach vocabulary lessons and then I changed schools and my lessons started to be more grammar-based, forming sentences so it became harder for me and I liked the classes even less, but then I went from having monotonous classes to entertaining ones in which teachers would make you participate, they demanded you to work ... they would push you to work but with incentives, marks upgrades and things like that. So that we would work and improve since, in the end, it was for our own good.]

After this answer, we asked Ernesto what was an impediment for him to enjoy the language and perform well in the English subject, he said:

El número de estudiantes siempre fue el mismo. Éramos cuarenta por sala pero la mala relación con mis profesores era lo que me bloqueaba y también decir: no, yo no soy bueno pa esto, no sirvo pa esto. Lo único que puedo es memorizarme algo y va a ser pa una prueba, no voy a poder desarrollarme diariamente (312-315).

[The number of students was always the same. We were forty in a classroom, but the bad relationship I had with my teachers was the reason I felt blocked and which led me to say things like: I cannot do this, I am not good at this. The only solution left for me is to memorize something for a test, but I am not going to be able to improve.]

Ernesto had bad experiences with the English subject and the English teachers at first which led him to underperform and become demotivated. He changed his mind after having a teacher whom he liked more. On the other hand, Melanie and Daniela stated that they had very good teachers throughout their school life. The fact that Melanie and Daniela were satisfied with their teachers and the English lessons implies that these aspects are an assumed privilege in some schools. Ernesto, however, could not enjoy this privilege which might indicate educational background influence not only motivation but also performance.

Daniela told us that her primary school teachers were role-models for her. For example, Daniela said the following about her teachers.

Sí, hubieron 2. Fueron 2 profesoras. Una fue mi profesora de básica, ella era seca seca, y la otra también era de básica, pero ella tenía un British English. Y me gustaba mucho. Ellas me motivaron porque eran bacanes, y si hay un idioma que te gusta y ellas son buenas. Me gustaría ser como ellas (552-555).

[Yes, there were 2. There were 2 teachers. One of them was my primary school teacher, she was great and my other teacher was from primary school, too but she had a British accent and I liked it a lot. They motivated me because they were awesome and if there is a language that you like and your teachers are good I will like to be like them.]

When Melanie was asked what her thoughts about her English teachers were, she answered:

Todos eran como de diferentes enseñanzas, pero a los tres les entendía igual. Con todos conectaba, y en verdad era como, me iba bien, era como el típico del. Ay. no sé, cómo de, ayudarles a ellos y siempre tenía como recompensas de que ellos me explicaban mejor las cosas que a los demás porque yo quería aprender más. Entonces como que, generalmente bueno, era buena la conexión con ellos. (42-47)

[All of them had different ways of teaching, but I could understand them equally. I could connect with them and I would help them and they would reward me in aspects like explaining me the content better because I wanted to learn more. So, in general, the connection with them was good.]

Melanie, as opposed to Ernesto, had good relationships with her English teachers. She even recognizes that teachers would treat her differently and help her more due to her interest. Good relationships between teachers and students might be a key element for students to feel at ease studying a second language. This phenomenon would reveal that students develop different motivations based on their relationships and experiences.

Ernesto's reality differs from Daniela and Melanie's and it might be due to their educational backgrounds. Whereas Daniela and Melanie were always positive about their teachers, Ernesto had mostly negative experiences with them. In other words, our participants' teachers could have been so different that they might have had repercussions among our participants' motivation in opposite directions. Not only teachers could have played a major role in our participant's motivations and experiences, but also other school aspects, such as, pedagogical resources, intra curricular and extracurricular activities, ICTs, etc.

Educational background is an element that influenced our participant's experiences, motivations and thoughts regarding the English language. Cases as Daniela and Melanie show that the type of school and teachers play an important role in positive attitudes towards the language. On the other hand, Ernesto says that English was an obstacle for him at elementary school, but be as it may, Ernesto had would have never changed his mind if the aspect in the following subsection had not been presented in his life.

4.3 Agents

In certain aspects, teachers influenced the participants decisions to study English or boost their motivation for the L2. However, there were particular cases, such as Daniela's childhood, in which parents promoted that interest in the language. Daniela stated:

Mi, como- jardín de infante era en Inglés, pero no tanto. Después entré al colegio Southern Cross, que está aquí atrás, y ese colegio es bilingüe cien por ciento. Entonces para que yo no me quedara atrás, mi mamá me hablaba en inglés, así como desde los cinco (493-497).

[My, like- kindergarten lessons were taught in English, but not that much. After that, I entered to a school named Southern Cross, which is here behind us, and this school is totally bilingual. Then, in order to have a good performance, my mother talked to me in English, since I was five years old.]

In this case, Daniela's mother was the first person to give her an input to learn the language. Moreover, the reason why she did that was because Southern Cross has a good level of English and she wanted to help her daughter. This is relevant since it is related to educational background as well.

When Melanie refers to her high school teachers, she mentions that some of them used to encourage her to study English. Therefore, these teachers may be seen as agents.

"Más que nada, los profesores yo creo que son los que... me... me decían esfuérzate porque... tienes como las cualidades para aprender" (18-20).

[The teachers were who used to tell me make an effort because you have the attributes to learn.]

En segundo medio, con la Miss Carol Gómez, ella fué la que me decía como que me motivaba a... a que aprendiera más porque ella sabía que yo podía más, y... en verdad, igual era floja porque en segundo medio, igual como que me la farrié @risas@, pero, ella fue la que me empezó a decir como: yo creo que tú deberías dedicarte a esto porque te va bien, porque te gusta. De ahí, la idea viene de ella, más que nada (51-56).

[In eleventh grade, with miss Carol Gómez, she was the one who motivated me to learn more because she knew I could do more and actually I was a bit lazy since in eleventh grade. I sort of made too many mistakes @laughs@ but she was the one who started saying

things like I think you should study this because you perform well and you like it. So the idea comes from her, actually.]

However, the case of Ernesto, who was from public school, was different. There was a change in his motivation process. He changed from learning the language to avoid unpleasant consequences and social pressure to admire the L2.

En tercero medio, que fue donde a mi me empezó a gustar el inglés, ahí yo conocí a un profe que fue el que me motivó a estudiar esto en cierto sentido porque me gustaban sus clases, las hacía entretenidas y eso fue lo que me hizo cambiar el switch y decir: ya, tengo que arreglar esto porque si no, va ser como una traba que voy a tener pa siempre y no voy a poder estudiar lo que quiera, entonces voy a hacer el esfuerzo al menos porque me vaya mejor (244-250).

[In Eleventh grade, when I started to like English, I met a teacher who motivated me to study this, somehow, because I liked his lessons. They were fun, and it was what made me change the switch and say, Ok, I need to solve this, otherwise it will turn into an obstacle in my life that I will always have. Moreover, I would not be able to study what I like. Therefore, I will do an effort, at least, to get better on it.]

For this reason, Ernesto helped us to understand and reassert the idea of Dörnyei & Otto (1998) which says that motivation is a process that changes over time, in this case, from an extrinsic approach into an intrinsic one since he started liking English lessons from the moment he met his new teacher onwards.

Every participant had at least 2 agents who influenced their decision of studying the program. However, we could see differences in terms of how strong the opinions and comments of the agents on the participants were. The following excerpts are examples of how our participants considered their relatives and friends' comments and opinions regarding the program they chose.

One agent depicted in Ernesto's story is his history teacher. This teacher inspired Ernesto to study pedagogy. What he experienced show that this particular agent is very important for Ernesto, especially for developing an altruistic motivation and becoming conscious of the educational Chilean reality. In the following excerpt, Ernesto mentions his history teacher, he said:

Él siempre nos hablaba que la educación es la mejor herramienta que tiene uno para cambiar la desigualdad del país y digamos que, el con sus clases entretenidas también así como las clases de inglés que tuve después ehh me inspiró a tratar de ayudar a los cabros. Por eso yo quiero estudiar y trabajar en un colegio público (350-354).

[... he always talked to us that education is the best tool one has to change the country's inequality and let's say that. He and his lessons which were entertaining, as well as my English lessons that i had later uhm it inspired me to try to help my classmates. That is why I want to study and work in a public school...]

Nevertheless, we think that the most influential agents were Ernesto's parents since he told us that without his parent's support he would not see himself studying the English teaching program. We asked if his parents' comments would affect his decision in regard to the program, he answered:

Me llevo muy bien con mi familia tenemos una muy buena relación y siento que si ellos no me apoyaran como me apoyan para mi la carrera, venir aquí, estar aquí todo el día estudiando, sería, digamos, un tormento cachai. Siempre uno necesita el apoyo de su familia y el apoyo de todas las personas que quiere, para digamos, sentirse más motivado para hacer algo (426-430).

[I feel that if they would not support me as they do to me, the program, coming here, being here all day studying, would be, let's say, a torture, you see. You always need your family and everyone who loves you to support you, to let's say, feel motivated to do something.]

Since we know that Ernesto's decision to study the program was related to an altruistic motivation, we cannot say that his parents influenced his decision to study the program. However, we can infer that his motivation to keep studying the program is directly influenced by his parents. According to Ernesto, the idea of his parents not supporting him anymore is unbearable. These agents, therefore, might contribute to an extrinsic motivation that Ernesto has to deal with every day as he also expresses.

Melanie had a different perspective about other people's comments regarding her career choice. For example, when Melanie was asked if her parents' would disagree with her career choice, she said:

A él lo único que le importaba era como ah, y eso te va a generar lucas o vai a tener un buen sueldo?. O esto. Y yo, a mí en verdad me daba lo mismo, solamente... Me decía así como: ah pero yo tengo para pagar una carrera más cara, yo puedo hacer esto, pero tú podís elegir otra cosa. Pero yo no quería, si hubiese sido por otros motivos hubiese elegido otra cosa (162-167)

[The only thing he cared about was like oh, and is that going to provide money? or are you going to have a good salary? or things like that, and I actually did not care, I just, He would tell me things like oh but I can pay a more expensive program, I can do this but you can choose something else. But I did not want it if it had not been for other reasons, I would have chosen something else.]

She explains that despite her father's attempts to make her change her mind to change to another program, she was not interested in doing it since her decision was not a product of social pressure but an intrinsic motivation. Agents, such as parents in this case, did not influence Melanie's program choice.

When Melanie was asked about her relatives' comments and opinions with respect to her career choice, she said:

Son importantes, en parte. Igual los valoro, pero, más que nada, es mi decisión y es lo que yo quiero hacer porque no me puedo guiar por lo que unas personas opinan si no me va a hacer feliz a mí (153-155).

[They are important, in a way. I consider them but more than that, it is my choice and it is what I want to do because I cannot be guided based on what people think if it is not going to make me happy.]

Even though she had a direct influence from her English teachers to study the program, she did not care that much if her relatives would disagree on her choice. This might indicate that agents, such as parents, do not influence her choice. Instead, Melanie openly expresses that her decision makes her happy and that no one can make her change her mind.

When Daniela was asked if her friends would disagree with her career choice, she answered:

No porque mi respuesta a eso va a ser siempre ¿la estai' estudiando tú o yo? Cachai' no me rebano los sesos ni me caliento la cabeza con que me digan algo así (591-593).

[No, because my answer to that will always be, are you studying the program or is it me? You see, I do not have conflicts in my head with comments like that.]

Melanie and Daniela have an intrinsic reason to study the language, they did not need the approval from friends nor parents, whereas Ernesto spoke his mind about how he would have struggled studying if his parents had not supported him. Ernesto's case might indicate an extrinsic motivation in regard to his program choice due to social pressure coming from his parents.

As it was shown, agents, such as parents and friends, did not influence Melanie's and Daniela's decision to study the program. Additionally, even if their friends or relatives had disagreed with their choices, they would have still maintained their preference to study the program.

The different elements recognized throughout this process of analysis gave us a better understanding of our initial research questions with regard to types of motivations and agents involved in the students' experiences. In the following section, this concluding data that the analysis provided to us is answered by explaining them in depth.

5. DISCUSSION

The aim of this section is to discuss in general terms the data that have been found in this study in order to answer the research questions. An important element that has to be considered regarding the data analyzed in this study has to do with Chile being a developing country. Considering that, and according to some researchers, instrumental reasons to choose English as a career path are the most common types of motivation due to socioeconomic background. As Csizér, Kormos & Sarkadi (2010) mentioned, in several EFL countries, researchers have found that instrumental motives are more common than intrinsic ones. However, the results of this study show otherwise. The predominant types of motivations were intrinsic and altruistic. The common reason to study the English teaching program was related to teach English and help others as their role-model teachers as opposed to instrumental motives.

5.1 Most Common Types of Motivation

Regarding our first research question, the most common types of motivations found in this study, were intrinsic and altruistic motivation. In the case of the participants who came from subsidized and private schools, intrinsic motivation was perceived since the beginning of their school process. On the other hand, Ernesto, who studied at a public school, experienced a change on his motivation during high school changing from extrinsic into intrinsic. Adding to that, as he experienced stressful situations and had negative emotions towards the language, English was not seen as a tool for having more opportunities or benefits in his future but rather as an obstacle that needed to be overcome at school. Moreover, we discovered that, Daniela and Melanie were fond of the language consistently throughout their school lives, which is one of our main codes. As some researchers claim, the most critical intrinsic factor in kindling EFL teachers' interest in teaching English has been that they are fond of the language (Gao, 2010; Gao & Trent, 2009; Hayes, 2008; Hettiarachchi, 2010; Kyriacou & Kabori, 1998; Zhao, 2008). In summary, it can be said that this has been supported by our findings.

As both Melanie and Daniela felt pleasure and enjoyment in pronouncing English words well, doing advanced guidelines or worksheets which their teachers assigned only to them, and refining their abilities with the L2, it can be said that they represent a natural intrinsic motivation towards English. A clear example of this are the comments made by Melanie and Daniela about the satisfaction they felt when helping or talking to foreigners and having the opportunity to meet different people and cultures. As a result, intrinsic motivation is one of the most common types of motivation among our participants because it has been present throughout their lives according to their stories in the past and the future in our interview sessions.

The other type of motivations who was consistently found in all of our participants was altruistic motivation. The three participants shared aspects regarding this type of motivation. The case of Ernesto is a good example of how an agent influenced a student to become a teacher and help others. Ernesto explained that he would like to change students' negative mentality towards the English language into a positive one. Melanie and Daniela shared the same objective which was improving their English abroad but, in fact, improving their English was connected to become better teachers since both admitted wanting to get better at a pedagogical level and provide a good service to their future students as well as helping those who are less fortunate. In turn, these results agree with what De Cooman et al. (2007) stated, he explains that people studying teaching-related programs have more altruistic values than those who do not.

5.2 Educational Background

With respect to our second research question, this study allowed us to find out that the type of school the students attended played an important role in the participants' decisions to enter the program. As it was mentioned by Kormos et al. (2011), students who attend public schools with major financial problems, few hours of the English subject in the curriculum, and the absence of important materials to study could have an influence on their attitudes, beliefs, and motivation to study the language as opposed to students from private schools. This result was reasserted by Melanie and Daniela in comparison to Ernesto inasmuch as the first two explained in their

interviews that they were intrinsically motivated to study English since the very beginning of their school experience due to their positive experiences with their teachers and in the English subject in general. Differently, Ernesto had a negative insight towards the language due to bad experiences with teachers and extrinsic aspects such as social expectations, pressure to study the L2, and shame or guilty emotions.

In fact, Ernesto mentioned that his teachers and classmates were not good enough in terms of English proficiency, which resulted in him becoming demotivated through all his primary and part of his secondary education. Only a high school teacher in eleventh grade, two years before graduating from school, could make Ernesto change his mind about the English language. The educational background, in this case, was surely an element that triggered bad experiences in the English subject. In opposition to Ernesto's reality, the school process of the participants from subsidized and private schools showed a powerful influence in the facilities they had to learn and practice the language. The level of their English teachers helped the participants to develop their abilities, interests, and motivation for the L2. Furthermore, during their entire school lives, all the teachers inspired and fostered the motivation and English skills of these two participants. Therefore, the type of school the students attended influenced not only their motivation, but also their development as English learners.

5.3 Agents' Influence on Motivation

For our third research question, regarding the agents involved in our participants' motivations, we discovered that teachers were the most common; being found on our three participants throughout their school lives. Ernesto, whose case is unique in our study, is a good example of how teachers influence their students. As mentioned before, Ernesto had a bad relationship with the English subject at school due to his educational background, but after he met his high-school English teacher, he changed his attitude and motivation into an intrinsic one. This also reinforced the idea by Dornyei and Otto (1998) about motivation being an ongoing process and not a static condition, which evolves through time. Therefore, in this such unique case of Ernesto, the teacher was the only agent capable of changing his

attitude toward the language. Moreover, another teacher influenced Ernesto in developing, in this case, an altruistic motivation. As Ernesto told us, his history teacher made him comprehend the powerful tool education is and how education helps people to overcome adversities, which is why Ernesto wanted to become a teacher and impart education to help his future students.

Daniela and Melanie shared a similar scenario, their teachers played the role of maximizing their intrinsic motivation and also influencing their decisions to study English as a career. Moreover, as it has been said, teachers were an important part of our interviewees' influence about the English language. Furthermore, Melanie and Daniela had, according to them, good teachers at elementary level. Therefore, they always had a good experience with the English language. However, Ernesto did not have a good experience with his English teacher at elementary level, so he was not motivated to study English at all.

Based on our results, we could say that educational background affects the initial students' motivation towards learning English, but teachers are the most influential agents in terms of boosting intrinsic motivation and influencing students to choose English as a career path.

In this discussion, we illustrated that motivation is an important force that drives people to make a decision. This study shows that intrinsic and altruistic motivations were found to be the most common types of motivation in three participants from different educational backgrounds. Moreover, it was found that educational background was an important factor to foster motivation on students, but also in their development towards English language preference and proficiency. Moreover, different types of agents were found, but teachers were the most influential for our participants. Although not every teacher influenced our participants on their decision to study a program, all of them were a big guide in respect of their motivation to keep learning English at school. Having said that, we encourage researchers to keep researching on this topic, and we advise them to consider our study's limitations, which are going to be discussed in the next chapter.

6. CONCLUSION

One of the research question of this study dealt with finding out which type of motivation was the most common among three freshmen students from an English teaching program from a private university. Since we are part of the English teaching community, it is pertinent for us as future English teachers to know about this area. In order to discover the rich data that we were looking for, we conducted interviews, which were useful to give us insights of the type of motivation that students had. Apart from the types of motivation that students had, we wanted to know how educational background as a dimension may or may not influence student's motivation. We discovered that educational background does influence students' motivation, which led us to conclude that this aspect is important and needs further research and deeper analysis. We were also intrigued about the people involved in our participants' motivations and decisions. We call these people agents and they were found in all of our participant's stories in different degrees. However, we found out that the agents who were uniform throughout all the participant's lives were teachers.

This study has depicted motivations that future English teachers have towards the language and their decision to study it. It is very important to discover the types of motivation that these students had because it may be helpful to strengthen future teachers by maybe adapting the national curriculum targeting the most common type of motivation found in this study since, in this way, these teachers could base their school experiences on their own students, and students could feel more motivated with the English subject as well. Moreover, If this study helps to have a better understanding of why students choose to enter an English teaching program, this enquiry will accomplish the researchers' objectives. Also, this study has revealed what is the most common type of motivation that freshmen students at this university have. It also revealed how educational background influence students' motivation. Finally, it has demonstrated that agents are important for these students in their English learning process as they have an influence on their motivation to study English for intrinsic reasons.

6.1 Limitations

Since this study was conducted at a private university in the capital city, many realities are left aside, especially in regard to students who cannot afford the program from this particular university, which is considerably more expensive than other institutions. Additionally, students studying in other regions of the country might have different lifestyles and realities from students studying at the capital city. Therefore, it can be said that the types of motivation could vary considerably. In other words, the participants of this study represent particular realities that cannot be generalized. However, their own perspectives provide us with relevant insights to understand the reasons that lead people to follow English as a career path. In brief, this study's tradition allowed us to find out what our participants thought and experienced throughout their school lives, however, the number of participants is limited and the answers cannot be used to conclude general phenomena.

Aspects related to our participants' schools such as, learning environment, resources, number of students in a class, English hours and teaching methodologies were not thoroughly analyzed in this study. Comparing these aspects in the three types of schools we considered in our study might provide a deeper understanding of the educational background differences and therefore we could be able to determine which aspects influence students' English proficiency the most and the least.

6.2 Further research

As researchers, we consider that a more profound investigation with regard to types of motivation is required in Chile since we based our study on students from only one institution and not at a national range. Also, since this is a qualitative study and has few participants, these results are not generalized. It is also important to consider that each student has a different reality, therefore, unique cases in which motivation changes from one to another, as it was shown in this study, are of paramount importance for qualitative studies as this one. Another aspect to consider is that, as public policies have wanted to improve Chilean students' English proficiency, they should also consider differences between private and public school's learning

environment, teaching methodologies and available resources. As we previously explained, our participant from a public school, had negative experiences with the English subject and his English teachers, as opposed to our participants from private and subsidized schools. This might suggest that the learning context from public schools could be an aspect that affects students' motivation and their language proficiency, therefore, differences between public and private schools are not only noticeable in terms of English proficiency. In order to expand and enrich this research even more, aspects as learning environments at school and outside school, school resources, number of students, teachers' methodologies and types of evaluations should be considered and studied thoroughly.

6.3 Pedagogical implications

In accordance with what was discovered in this study, we consider that intrinsic motivation is an aspect that needs to be more developed and reinforced in Chilean schools and educational institutions since it was the most common type of motivation found. It would be a great idea that teachers plan their lessons at school considering intrinsic elements such as asking what the students like, preferences, and topics they like the most so that the teacher can develop his/her educational plans based on the students' needs. This would be beneficial since an intrinsically motivated teacher could help the students to get motivated as well. Moreover, teachers, who were the most influential agents for the students in the results, could be more concerned about their students' motivation since they are the ones who can influence and change it. Additionally, we could say that our participants' future teaching career would be highly influenced by altruistic motivation, which was found in our three participants consistently. Therefore, these future teachers would try helping their students to improve their conditions and realities.

REFERENCES

REFERENCES

- Bastick, T. (2000). Why teacher trainees choose the teaching profession: Comparing trainees in metropolitan and developing countries, In *International Review of Education*, 46, 343--349.
- Byrd, K. (2013). Reactions to English Language Learning in Chile as a Means for Personal and National Development. In *Bilingual, Multilingual, and Multicultural Education Commons*.
- Canagarajah, S. (2006). Changing Communicative Needs, Revised Assessment Objectives: Testing English as an International Language. *Language Assessment Quarterly*, 3(3), 229–242. doi: 10.1207/s15434311laq0303_1
- Cnnchile (2012). De "realidad inaceptable" calificó Ministra Schmidt a resultados del Simce de inglés [Video file]. Retrieved from https://www.youtube.com/watch?v=bw_j81Xveol
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Csizér, K., Kormos, J., & Sarkadi, Á. (2010). The dynamics of language learning attitudes and motivation: lessons from an interview study of dyslexic language learners. *The Modern Language Journal*, 94, 470-487.
- Csizér, K., & Kormos, J. (2008). An overview of Hungarian secondary school students' foreign language motivation. In *Secondary Education Issues and Challenges*. pp. 59-84.

- De Cooman, R., Gieter, S., Pepermans, R., Bois, C., Caers, R. and Jegers, M. (2007). Graduate teacher motivation for choosing a job in education, In *International Journal for Educational and Vocational Guidance*, 7, 123-136. School education, 65-87. Hauppauge, NY: Nova Science Publishers.
- Deci, E.L. (1980). *The psychology of self-determination*. Toronto: Lexington Books.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behaviour. New York: Plenum
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow, England: Longman.
- Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. London: Oxford University Press.
- Dörnyei, Z., Otto, I. (1998). Motivation in action: A process model of L2 motivation. Working papers in Applied Linguistics. Thames Valley University, London. 31, 117-135. Multilingual Matters.
- EducarChile. (2011). Ajuste curricular 2011 [Curricular adjustments 2011] Retrieved from <http://www.educarchile.cl/ech/pro/app/detalle?id=206262>
- Ferguson, G. (2013). English in language policy and management. In B. Spolsky (Ed.), *The Cambridge Handbook of Language Policy*. 475-498. Cambridge: Cambridge University Press.
- Friedrich, P. (2000). English in Brazil: functions and attitudes. *World Englishes*, 19(2), 215-223. doi: 10.1111/1467-971X.00170

- Gao, X. (2010). To be or not to be: Shifting motivations in Chinese secondary school English Teachers' career narratives. *Teacher Development*, 14, 321-334. doi:10.1080/13664530.2010.504013
- Gao, X. & Trent, J. (2009). Understanding mainland Chinese students' Motivations for choosing teacher education programs in Hong Kong. *Journal of Education for Teaching*, 35, 145-159. doi:10.1080/02607470902771037
- Gardner, R.C. (1985). Social Psychology and Second Language Learning: the Role of Attitudes and Motivation. Edward Arnold, London.
- Hao, M., Liu, M., & Hao, R. P. (2004). An Empirical Study on Anxiety and Motivation in English as a Foreign Language. *Asian Journal of English Language Teaching*, 14, 89-104
- Hayes, D. (2008). Becoming a teacher of English in Thailand. *Language Teaching Research*, 12, 471-494. doi:10.1177/1362168808097160
- Hettiarachchi, S. (2010). ESL teacher motivation in Sri Lankan public schools. Published M. Ed. dissertation. Ypsilanti: Eastern Michigan University.
- Huang, I. C. (2016). 'Everybody learns English, and so do I': The dominance of English and its effects on individuals. *English Today*, 32 (1), 28-34. doi: 10.1017/S0266078415000504
- Kachru, B. B. (1992). Teaching World Englishes. In *The Other Tongue, English across Cultures* (2nd ed.). 355 – 365. Chicago: University Illinois Press.

- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of arts and sciences*, 1(7),73-87.
- Katzell, R. A. & Thompson, D. E. (1990). Work motivation: theory and practice. *American Psychologist*, 45, 144-153.
- Kim, T.-Y. & Kim, Y.-K. (2015). Initial career motives and demotivation in teaching English as a foreign language: Cases of Korean EFL teachers. *Porta Linguarum*, 24, 77-92. [SSCI Indexed Journal]
- Klassen, R. M., Al-Dhafri, S., Hannok, W. & Betts, S. M. (2011). Investigating pre-service teacher motivation across cultures using the Teachers' Ten Statements Test. *Teaching and Teacher Education*, 27, 579-588.
- Kormos, J., Kiddle, T., Csizér, K. (2011). Goals, attitudes and self-related beliefs in second language learning motivation: an interactive model of language learning motivation. In *Appl. Linguistics* 32, 495-516.
Retrieved from *doi:10.1093/applin/amr019*
- Kyriacou, C. & Korori, M. (1998). Motivation to learn and teach English in Slovenia. *Educational Studies*, 24, 345-351.
doi:10.1080/0305569980240307
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, Calif: Sage Publications.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.

- Matear, A. (2008). English language learning and education policy in Chile: can English really open doors for all? *Asia Pacific Journal of Education*, 28(2), 131-147.
- Menezes Jordão, C. (2009). English as a foreign language globalisation and conceptual questioning Globalisation, *Societies and Education*, 97-99, doi:10.1080/14767720802677390
- Ministerio de Educación (2012). Bases Curriculares: Idioma extranjero inglés. Retrieved from: http://www.curriculumenlineamineduc.cl/605/articles-30013_recurso_14.pdf
- Morse, J. M., & Richards, L. (2002). *Readme first for a user's guide to qualitative methods*. Thousand Oaks, Calif: Sage.
- Mullock, B. (2009). Motivations and rewards in teaching English overseas: A portrait of expatriate TEFL teachers in South-East Asia. *Prospect*, 24(2), 4-19.
- Noels, K. (2001). New orientations in language learning motivation: towards a model of intrinsic extrinsic, and integrative orientations and motivations. In *Dörnyei, Z., Schmidt, R. (Eds.), Motivation and Second Language Acquisition*. 43-68. Technical Report 23. Honolulu, HI,
- Noels, K. A., Clément, R., and Pelletier, A. G. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *The Canadian Language Review*, 57, 424-442.
- Núñez, J., & Gutiérrez, R. (2004). Class discrimination and meritocracy in the labor market: evidence from Chile. *Estudios de Economía*, 31(2), 113-132

- Oxford, R., and Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78, 12-27.
- Pan, L., & Block, D. (2011). English as a “global language” in China: An investigation into learners’ and teachers’ language beliefs. *System*, 39(3), 391-402. doi:10.1016/j.system.2011.07.011
- Park, J. (2009). ‘English fever’ in South Korea: its history and symptoms. *English Today*, 25 (1), 50-57.
doi:10.1017/S026607840900008X.
- Park, J. (2011). The promise of English: Linguistic capital and the neoliberal worker in the South Korean job market. *International Journal of Bilingual Education and Bilingualism*, 14 (4), 443-455. doi: 10.1080/13670050.2011.573067
- Patil, Z.N. (2006). On the Nature and Role of English in Asia. *The Linguistics Journal*, 1(2), 88-131.
- Richards, J.C. (2003). *30 years of TEFL/TESL: A personal reflection*. Singapore: SEAMEO Regional Language Centre.
- Richards, J.C. (2008). Second language teacher education today. *RELJ Journal*, 39 (2), 158-177.
- Rossmann, G. & Rallis, S. (2012). *Learning in the Field: An Introduction to Qualitative Research*. 3rd Edition. Sage, Los Angeles.
- Rubinfeld, S., Sinclair, L., & Clément, R. (2007). Second language learning and acculturation: The role of motivation and goal content congruence. *Canadian Journal of Applied Linguistics*, 10, 308–322.
- Ruiz, J. (2016). Students’ and teachers’ perceptions about motivation to learn

- English among students of a technical institution of tertiary education in Concepción, Chile. Retrieved from <http://repositorio.unab.cl/xmlui/handle/ria/2737>
- Ryan, R. M., & Deci, E. L. (2000). Self- determination theory and the facilitation of intrinsic motivation, social development, and well- being. *American Psychologist*, 55, 68- 78.
- Ryan, S. (2009). Self and identity in L2 motivation in Japan: the ideal L2 self and Japanese learners of English. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*. 120-144. *Bristol: Multilingual Matters*.
- Sinclair, C. (2008) Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36 (2), 79-104, doi: 10.1080/13598660801971658
- The World Bank. (2016). Gini Index (World Bank estimate) [Data file]. Retrieved from <http://data.worldbank.org/indicator/SI.POV.GINI>
- Tsui, A. B. M. & Tollefson, J. W. (Eds.). (2007). *Language Policy, Culture, and Identity in Asian Contexts*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Tziava, K. (2003). Factors that motivate and demotivate Greek EFL teachers. Unpublished M.Ed. dissertation. Edinburgh: University of Edinburgh.
- Wang, H. H. & Fwu, B. J. (2001). Why teach? The motivation and commitment of graduate students of a teacher education programme in a research university. *Practical National Science Council, Republic of China, Part C*, 11 (4), 390-400.
- Yong, Z. (1995) English in China. *World Englishes*, 14(3), 377-390.

Zhao, H. (2008). Why did people become secondary-school English as a foreign language teachers in China? An examination of the pathways, motivations, and policy through a life-history narrative approach. *Educational Research for Policy and Practice*, 7, 183-195.
doi:10.1007/s10671-0089051-4